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ABSTRACT

This report summarizes the research and development activities of two work units of the Schools and Maturity program from March 1, 1973 to November 30, 1975. The two Work Units described are (1) Theory Construction and Test Development, and (2) Validation of Psychosocial Maturity Scales. Abstracts of technical reports and journal articles resulting from the program are contained in an appendix. (Author)

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SCHOOLS AND MATURITY PROGRAM: FINAL REPORT

Ellen Greenberger

The Johns Hopkins University

U.S. DEPARTMENT OF HEALTH
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SCHOOLS AND MATURITY PROGRAM:
FINAL REPORT

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ELLEN GREENBERGER

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The Johns Hopkins University

Baltimore, Maryland

Introductory Statement

The Center for Social Organization of Schools has two primary objectives: to develop a scientific knowledge of how schools affect their students, and to use this knowledge to develop better school practices and organizations.

The Center works through three programs to achieve its objectives. The Schools and Maturity program is studying the effects of school, family, and peer group experiences on the development of attitudes consistent with psychosocial maturity. The objectives are to formulate, assess, and research important educational goals other than traditional academic achievement. The program has developed the Psychosocial Maturity (PSM) Inventory for the assessment of adolescent social, individual, and interpersonal adequacy. The School Organization program is currently concerned with authority control structures, reward systems, and peer group processes in schools. It has produced a large-scale study of the effects of open schools, has developed the Teams-Games-Tournament (TGT) instructional process for teaching various subjects in elementary and secondary schools, and has produced a computerized system for school-wide attendance monitoring. The School Process and Career Development program is studying transitions from high school to postsecondary institutions and the role of schooling in the development of career plans and the actualization of labor market outcomes.

This report is the Final Report for Work Units 1 and 2 of the Schools and Maturity program.

Abstract

This report summarizes the research and development activities of two Work Units of the Schools and Maturity program from March 1, 1973 to November 30, 1975. The two Work Units described are (1) Theory Construction and Test Development, and (2) Validation of Psychosocial Maturity Scales. Abstracts of technical reports and journal articles resulting from the program and are contained in an appendix.

This is the final report of Work Units 1 and 2 of the Schools and Maturity Program. These Work Units are (1) Theory Construction and Test Development, and (2) Validation of Psychosocial Maturity Scales.[1]

Overview

The Schools and Maturity Program was funded by the National Institute of Education from March 1, 1973 to November 30, 1975, for the purpose of carrying out the following objectives described in Resource Allocation and Management Plans (RAMPS):

(1) providing educators with a theoretical framework for understanding psychosocial development--and thus for selecting appropriate non-academic goals of the school experience;

(2) delivering a reliable, validated instrument for the assessment of psychosocial maturity;

(3) obtaining knowledge of the effects of family, school and peer group on youngsters' psychosocial development.

The work of the program has resulted in the publication of thirteen technical reports and four working papers. Two articles have appeared in professional journals, two are in press, and preparation of a book is well underway. The Program Bibliography documents these written accomplishments.[2] Other types of dissemination have also taken place. Different aspects of the program

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[1]The final report for Work Unit 3, Family, School and Peer Influences on Psychosocial Maturity, will be completed under a no-cost extension of the present contract. This report is designated as Milestone G.

[2]Appendix A lists publications beside the appropriate Milestone specified in the contract. Appendix B provides abstracts of each article and technical report.

have been discussed in symposia at the annual meetings of the American Psychological Association (1973 and 1974) and the American Educational Research Association (1975). A videotaped discussion of the concept of psychosocial maturity has been prepared, in cooperation with the South Carolina Department of Education, for use in statewide workshops with teachers and guidance counselors.

The work of the Schools and Maturity Program has generated a a great deal of interest not only among researchers but among practitioners. Preliminary versions of the Psychosocial Maturity Inventory are being used or have been used for the following purposes, among others:

--Statewide in South Carolina, to assess student development from junior high through high school and to relate differences in student development to school differences. (Over 100,000 students have taken the Inventory over the last two years.) The South Carolina Department of Education has also adopted part of the model of psychosocial maturity to define goals of education in that state;

--At Northwest Regional Educational Laboratories, in Oregon, to study the effects on students' development of their NIE-supported community-based career education program;

--At Simon's Rock College, in Massachusetts, to explore student characteristics associated with success in the freshman year of this early admissions college;

--In Belfast, Ireland, to determine which personal-social attributes of students are associated with ease of transition from primary to secondary school and to plan reorganization of the secondary school system in Northern Ireland;

--In a longitudinal investigation in Baltimore, Maryland, to study the socialization and development of the inner-city child.

Requests for permission to examine or use the Inventory have been received from mental health clinics and state departments of mental health, doctoral students in education and psychology, teachers, school principals, district superintendents of schools, state departments of education, guidance counselors, and research institutes in the fields of education, human development and psychology. In all cases of ongoing or possible future usership, the Inventory has attracted attention because of the conceptual framework in which it is rooted, and the promising research findings to date. Response to all these aspects of the Schools and Maturity Program is clearly a response to felt needs to conceptualize, assess, and investigate non-academic outcomes of children's lives in school.

We turn now to a report of activities relevant to theory construction and test development--the objectives of Work Unit 1.

Theory Construction and Test Development

The first task of the program was to conduct theoretical work on the nature of psychosocial maturity, the character of pyschosocial development, and the problems of assessing growth toward psychosocial maturity. The outcome of this work is reported in Greenberger and Sørensen (1974) and Greenberger and Sørensen (1975).

An interdisciplinary model of psychosocial maturity was formulated, outlining desirable non-academic outcomes of socialization and development. According to the model, three general dimensions of behavior characterize the "mature? individual in virtually all societies: the capacity to function adequacely as an individual, or individual adequacy; the capacity to function adequately with other individuals, or interpersonal adequacy; and the capacity to contribute to the survival of one's society, or social adequacy. A number of specific attributes relevant to each dimension of adequacy in this society were defined. The model is outlined in Table 1.

The model provided a conceptual basis for construction of an inventory to assess students' growth toward psychosocial maturity. The construction of the Psychosocial Maturity Inventory is described in Greenberger, Knerr, Knerr, and Brown (1974); Greenberger, Hollick, Josselson, Makurath and McConochie (1975); and Greenberger, Josselson, Knerr and Knerr (1975).

To summarize briefly, the Inventory is a set of self-report items, grouped into nine subscales which measure the nine attributes listed in Table 1. The Inventory yields nine subscale scores and two summary scores, one each for Individual Adequacy and Social Adequacy.

Several forms of the Inventory have been devised, using a sample of 2291 children distributed among grades 5, 8, and 11. The standard version, Form B, is a form suitable for use at all grade levels from grade 5 through grade 12. It requires 45-60 minutes for administration. A shorter form of the instrument, with different versions targeted specifically for grades 5, 8 and 11, has also been devised. This form, Form C, is highly correlated with the standard version (circa .92) although only half its length, and is useful when administration time is limited (Greenberger, Josselson, Knerr & Knerr, 1975). Form D is an update of Form C and is the preferred short form--again, with separate versions for each of the three grade levels noted above.

The internal consistency of the nine subscales has been carefully examined and, in all but two instances at the grade 5 level, has been found to be very satisfactory (Greenberger, Hollick, Josselson, Makurath, & McConochie, 1975).

The theoretical structure of the Inventory has been examined by both an hierarchical factor analysis and a principal components analysis (Greenberger, Knerr, Knerr & Brown, 1974; Greenberger, Josselson, Knerr & Knerr, 1975). These analyses also provide an indirect test of the structure or organization of the model of psychosocial maturity. The analysis best supported the Individual Adequacy and Social Adequacy components of the Inventory and its parent theoretical model. (Hence, the formation of "summary scales" for Individual and Social Adequacy, which are the sums of scores on the subscales listed under each in Table 1). None of the analyses was able to identify a clearcut Interpersonal

tested again in grades 6, 9 and 12, and for a third time in grades 7 and 10. (The twelfth graders had, of course, graduated from school at time three.) Individual and Social Adequacy scores showed significant increases from one grade to the next in each case, for both boys and girls. Over the two three-year periods studied (grade 5 to grade 7 and grade 8 to grade 10), virtually all subscale scores also showed significant increases. A number of subscale scores also rose significantly between adjacent years. Details of these studies are reported in Greenberger (1975a, 1975b). Longitudinal data were also collected on a sample of Pennsylvania 11th graders who were retested a year later as 12th graders (Greenberger, 1975c). Scores on the Individual Adequacy summary scale increased significantly, as did scores on a few subscales. The limited change detected in this study may be due to a combination of factors: the age of the individuals, the short (one-year) test-retest period, and the high initial maturity scores of this high ability, high social class sample.

In both the South Carolina and Pennsylvania investigations, sources of growth in maturity were explored. Controlling statistically for respondents' initial scores on the Psychosocial Maturity Inventory, a number of likely sources were found. They include personal values and degree of involvement in school, among others. Growth in psychosocial maturity is a complex phenomenon, however, and the factors which are associated with growth differ for different subgroups (e.g., boys, girls, blacks, whites) and for youngsters at different age-levels.

We turn next to a report of activities relevant to validation of the Psychosocial Maturity Inventory--see objectives of Work Unit 2.

Validation of Psychosocial Maturity Scales

The validation of a test requires evidence that the test--in this case the separate subscales and two summary scores of the Psychosocial Maturity Inventory--measures what it purports to measure. The validity of a test is rarely "proved" with finality. Rather, validation is a cumulative effort. The studies which have been carried out in order to evaluate the validity of the Psychosocial Maturity Inventory are summarized below.

All self-report assessment devices run the risk that respondents may present themselves in an unrealistically favorable light. Data collected at three grade levels support the conclusion that scores on the Psychosocial Maturity Inventory are not unduly contaminated by respondents' tendency to "fake good." Correlations between the nine subscales and a short but reliable version of the Crowne-Marlow social desirability scale ranged from -.30 to .26. Furthermore, while mean scores of these samples on the Psychosocial Maturity Inventory rose significantly between grades 5 and 11, social desirability declined significantly, providing further evidence for the lack of overlap between these two constructs (Greenberger, Knerr, Knerr, & Brown, 1974).

Because the impetus behind the development of the Psychosocial Maturity Inventory was to encourage educators to attend to important aspects of student development other than academic achievement, it is important to determine whether scores on the Inventory are merely a reflection of youngsters' intellectual ability. The evidence from

a number of studies suggests that this is not the case. However, various measures of intellectual ability and performance in school are positively and sometimes substantially correlated with scores on the Psychosocial Maturity Inventory. The magnitude of these correlations varies with the particular test used and the age of the youngsters tested. In the largest and most representative sample assessed by a single achievement test (Grades 7, 9 and 11, California Test of Basic Skills), battery totals on standardized achievement tests correlate between .18 and .59 with subscales of the Psychosocial Maturity Inventory, accounting for between 18% and 24% of the variance in youngsters' Individual Adequacy scores, and between 30% and 35% of their Social Adequacy scores (Greenberger, in preparation). Thus, although Psychosocial Maturity is clearly associated with academic achievement, much about psychosocial maturity is neither accounted for nor explained by students' academic attainment. The overlap between these measures, such as it is, is not unexpected, because attainment of psychosocial maturity and achievement in academic areas both reflect the adoption of values that are sanctioned by a large segment of this society.

The association of Psychosocial Maturity scores with the student's grade point average, determined from school records, was examined in a study of 101 Oregon 10th graders (Greenberger, Josselson, Knerr & Knerr, 1975). Correlations varied between .22 and .42 (the latter, for Work Orientation), and varied little in relation to Individual versus Social Adequacy summary scores.

When establishing a new measure such as the Psychosocial Maturity Inventory, one wants to know how well the new measure agrees with other methods of assessing the behavior or dispositions in question. Thus, one might ask, "Do the judgments of people who know a given group of youngsters 'agree' with the Inventory in ranking certain of them higher than others on the various attributes of maturity?" One would expect the answer to be "yes," but one would not expect perfect agreement for a number of reasons. For example, some aspects of psychosocial maturity are difficult for raters to assess (e.g. Enlightened Trust); and ratings themselves may be affected by the tendency to rate positively on <u>all</u> traits a youngster of whom the rater thinks positively in some important <u>specific</u> respect: (He is intelligent. Therefore he is self-reliant, tolerant, and other good things as well.)

Two studies were conducted in which teachers rated youngsters on a 4-point scale, or nominated youngsters who were extreme "highs" or "lows," in terms of trait descriptions written to capture the flavor of the Inventory's subscales. Examples of such trait descriptions are "relinquishes self-interest to work for group goals" (Social Commitment) and "has a clear idea of what kind of person he is and what his values are" (Identity). Despite the compression of meaning that results from expressing traits of psychosocial maturity in a single phrase or sentence, the results were quite good. The group of students rated very high by their teachers on a given trait description obtained significantly higher average scores on the relevant subscale of the Inventory in all cases except Enlightened Trust in one study and Self-

reliance in the other study. The group of students rated very low by their teachers on a given trait description obtained significantly lower average scores on the relevant subscales of the Inventory for Social Commitment, Openness to Change, Self-reliance and Work Orientation, but not for the other subscales. The fact that teachers gave high ratings far more often than low ratings, despite a format that attempted to "force" equal use of the extreme categories, probably accounts in part for the poorer agreement of the teachers and the Inventory on low-mature students. Summaries and complete accounts of these studies are in Greenberger, Josselson, Knerr, & Knerr, 1975; Josselson, Greenberger, & McConochie, 1974; and Josselson, Greenberger, & McConochie, 1975.

Evidence for the validity of specific Social Adequacy subscales and of the Social Adequacy summary score has been accumulated in two studies. In the first, the Social Adequacy subscales were administered to a group of college students who displayed "real life" behavior consistent with Social Commitment (see Table 1). These students were involved in one of two volunteer programs sponsored by the Johns Hopkins University Chaplain's Office, both of which required a substantial investment of personal time and effort. One program involved weekly one-to-one tutoring of inner-city elementary school children; the other involved systematic study and fieldwork with individual juvenile delinquents. The scores of these college students were compared with those of a control group of 44 students at the same university who had never participated in social action projects. The volunteer

group scored significantly higher on all three Social Adequacy subscales and on the Social Adequacy summary scale as well (Bond, Josselson, Greenberger & McConochie, 1974).

In another investigation, the relationship of Psychosocial Maturity scores to scores on Rokeach's Dogmatism Scale was examined using a sample of 325 middle-class eleventh graders. Rokeach defines dogmatism as "a closed way of thinking . . . an authoritarian outlook on life, an intolerance toward those with opposing beliefs" (1960, pp. 4-5). People who are adequate in the way specified by the model of psychosocial maturity, one would think, would not be characterized by a "closed mind." Indeed, all subscale scores were negatively related to Dogmatism and, as expected, the strongest negative correlation was between Dogmatism and Tolerance (Bond, Greenberger, Josselson and McConochie, 1975).

The validity of the Individual Adequacy subscales has been examined in studies investigating their relationship to measures of personal well-being. Subjects of these studies were 68 freshmen, aged 16 and 17, in an experimental, early admissions college with a largely middle and upper-middle-class student body; and 192 eleventh graders of working class family origins in a Baltimore high school. The "sense" of the Individual Adequacy construct is that individuals with the component dispositions are individuals who function effectively and feel good about themselves. Consequently, it was hypothesized that the three Individual Adequacy subscales and the Individual Adequacy summary score would be positively associated with measures of self-esteem and self-satisfaction, and negatively associated with measures of anxiety,

neuroticism and maladjustment. It was also hypothesized that the Social Adequacy subscales and summary score, in contrast, would be only weakly associated with these measures. These expectations were borne out by the data (Josselson, Greenberger & McConochie, 1975).

Summary

An interdisciplinary model of psychosocial maturity has been devised which takes into consideration both what societies "need" of individuals and what individuals need for their own healthy development and functioning. A self-report Inventory has been developed which is suitable for use from grades 5 through 12 and whose internal psychometric properties are satisfactory. The Inventory has been found to be sensitive to change (growth) in the individual over periods as short as a year, but change is more marked over a two-year interval. The validity of the Psychosocial Maturity Inventory has been tested in a number of studies designed to examine divergent, concurrent, and construct aspects of validity. The results support the instrument's validity, but continuing efforts to delineate the strengths and weaknesses of the Inventory are, as for all tests, advisable.

Table 1

A Model of Psychosocial Maturity

Individual Adequacy: capacity to function adequately as an individual

Self-reliance

absence of excessive need for social validation
sense of control
initiative

Identity

clarity of self-concept
consideration of life goals
self-esteem
internalized values

Work Orientation

general work skills
standards of competence
pleasure in work

Interpersonal Adequacy: capacity to interact adequately with other individuals

Communication Skills

ability to encode messages
ability to decode messages
empathy

Enlightened Trust

rational dependence
rejection of simplistic views of human nature
awareness of constraints on trustworthiness

Knowledge of Major Roles

role-appropriate behavior
management of role conflict

Social Adequacy: capacity to contribute to the survival of one's society

Social Commitment

feelings of community
willingness to modify personal goals in favor of social goals
readiness to form alliances
interest in long-term social goals

Openness to Socio-political Change

general openness to change
recognition of costs of status quo
recognition of costs of change

Tolerance of Individual and Cultural Differences

willingness to interact with people who differ from the norm
sensitivity to the rights of people who differ from the norm
awareness of costs and benefits of tolerance

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Bond, L., Josselson, R., Greenberger, E. & McConochie, D. On the Validity of the Psychosocial Maturity Inventory: The Social Adequacy Subscales and Social Action. Report No. 177, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, 1974.

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Greenberger, E. Over-time Data on the Psychosocial Maturity Inventory: The South Carolina Study. Working Paper, 1975 (a).

Greenberger, E. Two Three-year Longitudinal Studies of Growth in Psychosocial Maturity: The South Carolina Study. Working Paper, 1975 (b)

Greenberger, E. A One-year Study of Growth in Psychosocial Maturity: Pennsylvania Data. Working Paper, 1975 (c)

Greenberger, E. & Sørensen, Aa. B. Educating Children for Adulthood: A Concept of Psychosocial Maturity. Report No. 159, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, 1973.

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Josselson, R., Greenberger, E., & McConochie, D. On the Validity of the Psychosocial Maturity Scales: Relationship to Teacher Ratings. Report No. 171, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, 1974.

Josselson, R., Greenberger, E. & McConochie, D. On the Validity of the Psychosocial Maturity Inventory: Relationship to Teacher Nominations. Report No. 202, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, 1975.

Josselson, R., Greenberger, E., & McConochie, D. On the Validity of the Psychosocial Maturity Inventory. Relationship to Measures of Personal Well-Being. Report No. 199, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, 1975.

APPENDIX A

Program Publications Shown in Relation to Milestones

Reports and Working Papers
Schools and Maturity Program

Report No.	Date	Title of Report	Work Unit	Milestone	Title of Milestone
159	September, 1973	Educating Children for Adulthood: A Concept of Psychosocial Maturity	1	F	Final Report on concept of PSM
170	March, 1974	The Measurement and Structure of Psychosocial Maturity	1	H	Report on new PSM scale
187	December, 1974	Measuring Psychosocial Maturity: A Status Report	1	K	Report on Northern Study
Working Paper	December, 1974	Over-time Data on the Psychosocial Maturity Inventory: The South Carolina Study	1	N	Working paper on S.C. Longitudinal Study
Working Paper	December, 1975	Two three-year Longitudinal Studies of Growth in Psychosocial Maturity: The South Carolina Study	1	S	Process South Carolina Longitudinal Data
Working Paper	December, 1975	A One-year Study of Growth in Psychosocial Maturity: Pennsylvania Data	1	Q	Working Paper, Northern Longitudinal Study[a]

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[a] This Milestone was formally cancelled due to a budget cut. However, a small-scale study was nonetheless carried out.

Report No.	Date	Title of Report	Work Unit	Milestone	Title of Milestone
Working Paper	January, 1974	Exploring the Validity of the Self-Reliance and Identity Scales	2	F G	Working paper on self-reliance & Working paper on identity (Papers combined into one)
171	March, 1974	On the Validity of the Psychosocial Maturity Scales: Relationship to Teacher Ratings	2	J	Working paper on teacher ratings[a]
177	June, 1974	On the Validity of the Psychosocial Maturity Inventory: The Social Adequacy Subscales and Social Action	2	N	Working paper on new studies[a]
187	December, 1974	Measuring Psychosocial Maturity: A Status Report	2	N	Working paper on new studies
199	June, 1975	On the Validity of the Psychosocial Maturity Inventory: Relationship to Measures of Personal Well-Being	2	Q	Process data[b]
202	September, 1975	On the Validity of the Psychosocial Maturity Inventory: Relationship to Teacher Nominations	2	Q	Process data

[a]The Management Plan required only a Working Paper, but the study was sufficiently strong to warrant publication in this form.

[b]The Management Plan did not require a report of any kind, but the study warranted circulation as a Center Report.

Report No.	Date	Title of Report	Work Unit	Milestone	Title of Milestone
203	October, 1975	On the Validity of the Psychosocial Maturity Inventory: Psychosocial Maturity and Dogmatism	2	Q	Process Data
209	February, 1976	On the Validity of the Psychosocial Maturity Inventory: Psychosocial Maturity and Ethics	2	Q	Process data[a]
180	October, 1974	Growing Up: The Development of Psychosocial Maturity	3	E	Report on school and family influences on PSM
184	November, 1974	An Exploratory Examination of Individual, Family, and School Influences on Psychosocial Maturity	3	E	Report on school and family influences on PSM
198	June, 1975	Phenomenological Aspects of Psychosocial Maturity in Adolescence	3	E	Report on school and family influences on PSM &
				G	Report on school, family, peers and PSM

[a]The Management Plan did not require a report of any kind, but the study warranted circulation as a Center Report.

APPENDIX B

Abstracts of Technical Reports and Journal Articles

ABSTRACT

Schools below the college level traditionally have been preoccupied with only one outcome of education: growth in measurable cognitive skills. While there is at present a growing recognition of the school's actual and potential role in promoting personal and social growth, a convincing model of non-academic objectives is lacking, as is a tool for assessing children's progress toward non-academic objectives.

To this end, the authors construct a model of psychosocial maturity which specifies measurable attitudes and dispositions. The model of psychosocial maturity integrates sociological and psychological views of the person; that is, it takes into account the requirements of societies as well as the healthy development of individuals. The model outlines three general dimensions of maturity which are likely to be relevant in all societies. These are (a) the capacity to function adequately on one's own; (b) the capacity to interact adequately with others; and (c) the capacity to contribute to social cohesion. Nine attributes judged pertinent to these capacities in this society are then defined.

The final sections of the paper discuss problems in the measurement of psychosocial maturity, describe the form of an instrument presently being devised, and suggest research uses of the instrument.

Greenberger, E. and Sørensen, Aa. B.
Educating Children for Adulthood: A Concept of Psychosocial Maturity
Report No. 159

ABSTRACT

This paper reports progress in the development of a new Psychosocial Maturity Inventory. The subscales assess Self-reliance, Work Orientation, and Identity -- theoretically, aspects of Individual Adequacy; Communication Skills, Knowledge of Major Roles, and Enlightened Trust -- conceptualized as aspects of Interpersonal Adequacy; and Social Commitment, Tolerance, and Openness to Socio-political Change -- viewed as aspects of Social Adequacy.

Using a sample of 2,568 students divided among grades 5, 8, and 11, a single subscale of each trait was developed for use at all three grade levels. KR 8 estimates of subscale homogeniety are presented, along with data demonstrating the relationship of each subscale to Social Desirability scores, to measures of three divergent traits, and to chronological maturity (grade level). The validity of the conceptual model of psychosocial maturity -- i.e., the arrangement of traits into three groups reflecting different types of adequacy -- is tested empirically by (a) analysis of subscale intercorrelations, (b) hierarchical factor analysis of items and (c) principal components analysis of subscale scores.

Greenberger, E., Knerr, C., Knerr, B., and Brown, J.
The Measurement and Structure of Psychosocial Maturity
Report No. 170

Abstract

This study attempts to provide evidence for the criterion validity of the PSM scales. Students' scores on the nine PSM scales were related to teachers' ratings of student PSM-related behavior. All scales except Trust significantly differentiated students rated high on PSM-related traits from students not rated high. Only two of the scales, Change and Social Commitment, showed significant differences between those students rated low and those not rated low. Two possible explanations are advanced for the greater sensitivity of the scales to teacher-rated presence of PSM traits than to teacher-rated absence of these traits in children.

Josselson, R., Greenberger, E., and McConochie, D.
On the Validity of the Psychosocial Maturity Scales: Relationship to Teacher Ratings
Report No. 171

ABSTRACT

This study provides evidence for the validity of the Social Adequacy subscales of the Psychosocial Maturity Inventory: Social Commitment, Tolerance, and Openness to Change. A group of students who invested substantial time and energy in social action projects directed toward helping others was compared with a randomly chosen control group. The group involved in social action projects scored significantly higher than the control group on all three subscales, as well as the Social Adequacy summary score.

Bond, L., Josselson, R., Greenberger, E., and McConochie, D.
On the Validity of the Psychosocial Maturity Inventory: the Social Adequacy Subscales and Social Action
Report No. 177

Abstract

This report contains papers presented as a symposium at the annual meetings of the American Psychological Association, August, 1974, in New Orleans. The first paper, Psychosocial Maturity and the Social Environment, examines the influence of individual and school characteristics on two aspects of psychosocial maturity--Individual Adequacy and Social Adequacy. The second paper, Attitudes Toward Self and Society, explores demographic and family characteristics of youngsters with four patterns or types of psychosocial maturity. The final paper, The Phenomenological World of the Mature Adolescent, describes adolescents who score high and those who score low on the Psychosocial Maturity Inventory.

Greenberger, E., McConochie, D., and Josselson, R.
Growing Up: The Development of Psychosocial Maturity
Report No. 180

Abstract

This report presents exploratory analyses of the relative effect of various individual, school, and family characteristics on Individual Adequacy and Social Adequacy -- two of the summary variables developed to measure theoretical components of psychosocial maturity. Multivariate analyses were conducted using sex, parental education, racial composition of the school, and fathers' educational level of the school as independent variables. The study used samples of 5th, 8th, and 11th grade students in 29 South Carolina schools. Separate analyses were conducted for black and white students at each grade level.

The results of the analyses indicate that individual, family and school characteristics have different potency in explaining variations in students' individual and social adequacy, depending on the race, sex, and year in school of the students. The results suggest analyses and variables for future investigations with more diverse samples.

McConochie, D., Greenberger, E., and Josselson, R.
An Exploratory Examination of Individual, Family, and School Influences on Psychosocial Maturity
Report No. 184

Abstract

The educational community lacks tools for assessing the nonacademic growth of students -- their growth as persons and as social beings. This paper describes the development of an attitude inventory based on an interdisciplinary model of psychosocial maturity. The Psychosocial Maturity Inventory, a self-report instrument, is comprised of nine subscales and is suited for the assessment of youngsters in the approximate age range 11 to 18. Among the studies reviewed are ones which (1) specify at various age levels, the internal consistency of the subscales, (2) report the association between the subscales and various measures of academic achievement, and (3) describe the relationship of the subscales to other measures of personality, such as "faking good," anxiety and self esteem. Factor analyses of the Inventory provide an empirical base for testing the proposed theoretical structure of psychosocial maturity. The Appendices provide additional detail on the psychometric properties of the Inventory.

Greenberger, E., Hollick, R., Josselson, R., Makurath, M., and McConochie, D.
Measuring Psychosocial Maturity: A Status Report
Report No. 187

ABSTRACT

Forty-one subjects who score at the high and low extremes of the Psychosocial Maturity Inventory were intensively interviewed. These interview data were analyzed to contrast the phenomenological and psychodynamic forces in the lives of these subjects that influence their current state of psychosocial maturity. Case material is presented. Discussion focuses on the interplay between the processes of adolescent ego development and the traits of psychosocial maturity. The growth of impulse control, increases in self esteem and gains in autonomy are all found to contribute to greater maturity. Heterosexual behavior, by contrast, bears a more complex relationship to psychosocial maturity in adolescence. Implications for theory are discussed with respect to psychoanalytic and Eriksonian literature.

Josselson, R., Greenberger, E., and McConochie, D.
Phenomenological Aspects of Psychosocial Maturity in Adolescence
Report No. 198

Abstract

Two studies were conducted to explore the convergent and divergent validity of the Psychosocial Maturity (PSM) Inventory. The Individual Adequacy subscales were found to be highly related to measures of personal adjustment while the Social Adequacy and Interpersonal Adequacy subscales showed lower correlations with these measures. The results indicate that the Individual Adequacy scales demonstrate the concept-predicted association with personal well-being. Furthermore, the results demonstrate the distinctiveness of the Individual Adequacy scales from the others.

Josselson, R., Greenberger, E., and McConochie, D.
On the Validity of the Psychosocial Maturity Inventory: Relationship to Measures of Personal Well-Being
Report No. 199

ABSTRACT

This study investigates the criterion validity of four subscales of the Psychosocial Maturity Inventory. The subscales are Work Orientation, Self-reliance, Social Commitment and Tolerance. Teachers (n=18) were asked to nominate the three students who were "most like" and the three students who were "least like" verbal descriptions of these traits. Their eleventh grade students (n=190) took Form C of the Psychosocial Maturity Inventory. The results replicate previous findings that subscales of the Inventory discriminate students rated by teachers as highly mature from other students. The results extend earlier findings by showing that when a criterion group of reasonable size is obtained, three of the four subscales also discriminate students named as least mature from students not so designated.

Josselson, R., Greenberger, E., and McConochie, D.
On the Validity of the Psychosocial Maturity Inventory: Relationship to Teacher Nominations
Report No. 202

ABSTRACT

Form D of the PSM Inventory and the Rokeach Dogmatism Scale were administered to 325 10th grade students to test a predicted correlation between the Dogmatism Scale and the Change and Tolerance subscales of the PSM battery, and to examine the pattern of covariation between psychosocial maturity and dogmatism. A substantial negative correlation between Tolerance and Dogmatism was obtained, but the predicted relation between Dogmatism and Openness to Change was weak. The authors posit a peculiarity in the wording of the Change items to explain the lack of a more substantial correlation. The implications of differential male and female patterns of correlation are discussed.

Bond, L., Greenberger, E., Josselson, R., and McConochie, D.
On the Validity of the Psychosocial Maturity Inventory: An Examination of Psychosocial Maturity and Dogmatism
Report No. 203

Abstract

Schools below the college level traditionally have been preoccupied with only one outcome of education: growth in measurable cognitive skills. While there is at present a growing recognition of the school's actual and potential role in promoting personal and social growth, a convincing model of nonacademic objectives is lacking, as is a tool for assessing children's progress toward nonacademic objectives. To this end, the authors construct a model of psychosocial maturity which specifies measurable attitudes and dispositions. The model of psychosocial maturity integrates sociological and psychological views of the person; that is, takes into account the requirements of societies as well as the healthy development of individuals. The model outlines three general dimensions of maturity which are likely to be relevant in all societies. These are (1) the capacity to function adequately on one's own, (2) the capacity to interact adequately with others, and (3) the capacity to contribute to social cohesion. Nine attributes judged pertinent to these capacities in this society are then defined. The final sections of the paper discuss problems in the measurement of psychosocial maturity, describe the form of an instrument presently being devised, and suggest research uses of the instrument.

Greenberger, E., and Sørensen, Aa. B.
Toward a Concept of Psychosocial Maturity
Journal of Youth and Adolescence, 3, 1974, 329-358

Abstract

The educational community lacks tools for assessing the nonacademic growth of students--their growth as persons and as social beings. This paper describes the development of an attitude inventory based on an interdisciplinary model of psychosocial maturity. The Psychosocial Maturity Inventory, a self-report instrument, is comprised of nine subscales and is suited for the assessment of youngsters in the approximate age range 11-18. Among the studies reviewed are ones which (1) specify at various age levels the internal consistency of the subscales, (2) report the association between the subscales and various measures of academic achievement, and (3) describe the relationship of the subscales to other measures of personality such as "faking good," anxiety, and self-esteem. Factor analyses of the Inventory provide an empirical base for testing the proposed theoretical structure of psychosocial maturity.

Greenberger, E., Josselson, R., Knerr, C. and Knerr B.
The Measurement and Structure of Psychosocial Maturity
Journal of Youth and Adolescence, 4, 1975, 127-143